

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):  
(Check all that apply, if any)

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charter	Title 1	Magnet	Choice

Name of Principal: Mr. Todd Murphy

Official School Name: Kensington Intermediate Elementary School

School Mailing Address: 20140 Lake Road  
Rocky River, OH 44116-3980

County: Cuyahoga State School Code Number: 018754

Telephone: (440) 356-6770 E-mail: murphy.todd@rrcs.org  
Fax: (440) 356-6050 Web URL: http://www.rrcs.org/kensingtonelementary\_home.aspx

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Michael Shoaf Superintendent e-mail: shoaf.michael@rrcs.org

District Name: Rocky River City District Phone: (440) 356-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Scott Swartz

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

11OH14

All data are the most recent year available.

### DISTRICT

1. Number of schools in the district: 2 Elementary schools  
(per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
4 Total schools in district
2. District per-pupil expenditure: 12649

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	0	0	0
3	83	101	184		10	0	0	0
4	90	108	198		11	0	0	0
5	95	78	173		12	0	0	0
Total in Applying School:								555

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
92 % White  
3 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%  
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <b>to</b> the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred <b>from</b> the school after October 1, 2009 until the end of the school year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1, 2009	571
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 3%  
 Total number of limited English proficient students in the school: 16  
 Number of languages represented, not including English: 7  
 Specify languages:

Albanian, Arabic, French, Polish, Serbo-Croatian, Turkish, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 10%  
 Total number of students who qualify: 57

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%  
 Total number of students served: 59

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>1</u> Orthopedic Impairment
<u>1</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>14</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>4</u>
Paraprofessionals	<u>7</u>	<u>1</u>
Support staff	<u>3</u>	<u>19</u>
Total number	<u>44</u>	<u>24</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 21:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	96%	96%	96%	95%
Teacher turnover rate	0%	8%	8%	15%	4%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Our 2006-2007 Teacher Turnover Rate was 15% due to the following: one retirement; one in-district transfer; two resignations for geographic purposes; and one resignation to another district.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
<b>Total</b>	<u><b>0%</b></u>

In a district long known for its tradition of academic quality, Kensington was built in 1928 as a K-6 elementary school. A neighborhood school, it served the students of the historic Beachcliff community in Rocky River, a western residential suburb of Cleveland with a population of 20,000. Bordered by Lake Erie on the north and the Rocky River and the Cleveland Metroparks Rocky River Reservation on the east, the city's unique location provides multiple opportunities for outdoor education experiences. During the 1980s, the school district restructured and formed one school for each grade band of students: K-2, 3-5, 6-8 and 9-12. With an enrollment of just over 500 in grades three through five, Kensington Intermediate School provides students with the benefits of a small-school setting and all of the resources of a larger school district.

The Rocky River community attracts and retains citizens with a passion for learning and successful schools. Rocky River students excel academically. Last year, over ninety percent of River's students continued on to college or universities across the country. The Rocky River Schools were ranked 5th in the prestigious Top Ten List of Cleveland Area Schools in the June, 2010 issue of Cleveland Magazine. Our district's tradition of excellence is further evidenced by other noteworthy recognitions. Rocky River High School was awarded a Silver Medal in 2008 and 2009 by US News and World Report as one of the nation's top schools based on the College Readiness Index. In 2008, a Rocky River High School biology teacher was one of only ninety-nine teachers nationwide to receive the prestigious Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), the nation's highest honor for math and science teachers. Our school district benefits from close relationships with local businesses, city government, community organizations, the Rocky River Education Foundation, and our local parochial schools, Magnificat High School and St. Christopher School.

Created in 2009 by a group of local stakeholders, including staff, students, parents, administrators, board members, alumni, community members, and representatives from local government, business, the Chamber of Commerce and the League of Women Voters, our district's Strategic Plan defines what our community envisions for the future of our schools, and details objectives and strategies to guide us on our journey. Kensington's mission is that of the entire district: Globally Competitive, Exceptional Opportunities, Caring Environment, and Successful Students.

We believe...

- Students are the heart of our purpose.
- Student success requires a partnership among family, school and community.
- A Rocky River education empowers values, inspires curiosity and encourages talents that lead to success.
- High expectations lead to high achievement.
- Lifelong learners thrive as they embrace the changing global society.
- *An exceptional school district demonstrates all of the above.*

Kensington Intermediate School has been successful at creating and supporting students' success. Numerous accolades bear witness to this. In 2010, Kensington received the Ohio Department of Education's highest commendation, Excellent with Distinction. Similarly, Kensington won the 2009 Alliance for Health, Physical Education, Recreation, and Dance (AHPERD) Gold Medal Award for health

education, one of only two Ohio schools to receive the Gold Level Award. Additionally, Kensington has earned the State of Ohio “Buckeye Best Healthy School” award which recognizes schools demonstrating a commitment to students and staff in improving nutrition, increasing physical activity and preventing the use of tobacco (bronze-2008, silver-2009, gold-2010). One of our school’s Destination Imagination teams, comprised of students in grades three through five, achieved success by progressing to the regional competition and earning the “Spirit of DI” award.

Kensington Intermediate School should be considered as a National Blue Ribbon School because we exemplify and practice the collective effort and enthusiasm required of effective schools. Kensington has made steady growth in improving student learning at high levels with a rigorous and relevant curriculum. Our students have demonstrated consistent improvement over the last four years, trending upward to the current 96.5% proficiency rate on the Ohio 5th grade Science Achievement Assessment. In fact, Kensington students earned the highest science score in 2010 on this assessment in northern Ohio, inclusive of schools from four counties. Ohio 5th grade Math Achievement Assessment results have also increased during this same time period leading to a current proficiency rate of 92.5%. Again this year, our third grade students earned the top spot in the county on the October 2010 administration of the Ohio 3rd grade Reading Achievement Assessment. Moreover, we had the fifth highest percentage in Ohio of students scoring in the “Advanced” range on this same assessment.

We believe all of this is a direct result of the collegial partnerships among our faculty and the attention paid to focused, data- driven instruction. Kensington’s strengths are founded on positive, high expectations of our teachers, parents, students and community. Our teachers are serious about student learning. Our staff collaborates to address the learning needs of all students. Beliefs are communicated with sincere intent and passion. Our common goals always shine through after all discussion and planning; students are the heart of our purpose.



### 1. Assessment Results:

Kensington Intermediate School demonstrated exceptional performance on the 2009-2010 Ohio Achievement Assessments (OAA) in both reading and math producing proficiency rates of 95% in both subjects. We met adequate yearly progress (AYP) as well. To meet a test indicator in Ohio for grades 3-5, at least 75% of students tested must score proficient or higher (400+) on that test. Kensington has met every test indicator for the past five years. Similarly, Kensington has earned an “Above Expected Growth” Value Added (VA) rating every year since VA’s appearance on the 2007-2008 state of Ohio report card. VA represents the progress a school has made with its students since the previous year. A score of “Above” indicates greater than one year of progress has been achieved. Ohio currently reports five levels of performance for the OAAs: limited, basic, proficient, accelerated and advanced. The later three are indicative of “meeting the standard.” Our recent school data can be accessed at (<http://www.ode.state.oh.us/reportcardfiles/2009-2010/BUILD/018754.pdf>).

Kensington has steadily made academic progress during the past five years based on our OAA trend data for all students, especially in 4th grade. During this time, and with regard to math, we have improved 4% in 3rd grade, 12% in 4th grade, 6% in 5th grade, and 8% as a building. Similarly, with regard to reading during the same time period, we have improved 4% in 3rd grade, 11% in 4th grade, 4% in 5th grade, and 6% as a building.

In 2009-2010, there was a gap of 10% or greater between the proficiency rate of all students and that of economically disadvantaged (ED) students in 3rd and 5th grade math, and 4th and 5th grade reading. There was also a gap in the proficiency rate of all students and that of the students with disabilities (SWD) subgroup in 4th and 5th grade reading, and 5th grade math. While a 10% or greater gap exists, it is important to note that these scores are still indicative of growth. As a school, over the past five years our ED subgroup has improved 20% to 81% proficiency in math, and 18% to 83% proficiency in reading. Likewise, as a school, our SWD subgroup has improved 23% to 83% proficiency in math, and 23% to 79% proficiency in reading.

We are encouraged with Kensington students’ learning improvement during the past five years. Although our students overall have made outstanding growth during this time, leading to high levels of achievement in reading and math, we are committed to assisting our students who have demonstrated a need for further learning support. Our students in the subgroups above are identified as performing 10% or more below our total student population level; however the five year trend for each group steadily improved due to focused attention and targeted intervention strategies.

Intervention at Kensington begins with a universal screening of all students in reading and math using AIMSweb probes. We do this three times a year: fall, winter and spring. Resulting data, in addition to classroom performance data, historical data, and teacher recommendations, are analyzed to determine what students need intervention beyond the classroom, or Tier 2 and Tier 3 interventions. Kensington’s team of eight tutors, two of whom are funded by Title I, three intervention specialists, one ELL teacher and our LRS coordinator provide research based math and reading interventions (i.e., Foundations double dose, Wilson Reading, Leveled Literacy Intervention, etc.) for struggling students via small group and one-on-one tutoring. Tutors also systematically assess and progress monitor these students weekly, monthly and quarterly, again using our AIMSweb data management resource.

Although not an official subgroup for Kensington, our English language learners have demonstrated a need for intervention assistance. We have responded by communicating the needs of this student group to our faculty through our updated school goal setting initiative. Our teachers know these students well and, with the guidance of our new ELL teacher, work together to assist them daily to improve their language skills.

In addition to working with Kensington's at-risk student population, our team of 13 interventionists continually collaborate with our regular classroom teachers and share successful, evidence based strategies that they can employ within the regular classroom to proactively support any struggling learner. Our intervention team at Kensington is priceless, and we support focused professional development for them as a result so that they can continue to support our at-risk population.

New to Kensington this year are our after school reading and math academies. Targeted at subgroups, as well as our ELL population, these academies serve students in a small group setting with an additional hour of instruction after school in reading and/or math. Currently, 42 Kensington students are participating in this program. The district also provides snacks and transportation for these students.

In addition to students needing assistance, our faculty also focuses on accelerating instruction for students needing additional challenge and motivation for learning. Our gifted coordinator shares effective strategies with teachers, and engages our parents and community to support extracurricular programs, including academic challenge, Destination Imagination, and a school equation club.

## **2. Using Assessment Results:**

Using data to improve curriculum and instruction is a regular practice at Kensington Intermediate School. Three times per year, tutors universally screen all 3-5 students using AIMSweb and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). In addition, our staff utilizes TerraNova, Ohio Achievement Assessment, and Ohio Test of English Language Acquisition data to determine differentiated student groups, assess curricular effectiveness, and look for trends in our grade and school level data. Consistent use of formative assessments within each Kensington classroom provides additional data for decision making. The staff engages in a systematic data analysis process several times during the year. The Learning Resource Team meets weekly to discuss student performance. Data is analyzed by the team every six weeks to determine the success of current interventions.

Kensington uses a three tiered, Response to Intervention (RtI) approach. The assessments mentioned above are Tier 1 assessments in which all students participate. Our staff determines the Tier 2 at-risk population by examining this Tier 1 data. With the assistance of our specialized tutor team, we provide Tier 2 supplemental math and reading instruction and progress monitoring for Kensington students who are not meeting benchmarks. We have also implemented an after school tutoring program for our students who are at-risk based on OAA test results and classroom performance on formative assessments.

We have seen positive assessment data that documents success with these interventions, and we believe those efforts are also reflected in our state assessment results. Individual growth of students receiving supplemental instruction has been quantified. The impact of our intensive support program shows significant improvement moving from 1% of our students making grade level benchmarks to 38% reaching the benchmarks. The impact of our strategic support program also shows significant growth with students moving from 59% meeting grade level benchmarks to 91% reaching the goal.

Analyzing a variety of assessment results supports our pursuit of all Kensington students making at least a full year of academic gain. TerraNova, InView, and Wechsler Intelligence testing provides information that enables us to cluster gifted students therefore allowing teachers to plan challenging extension lessons. In addition to this data, formative testing data is used to indicate which non-identified gifted students may also need enrichment.

Our work toward reading and math supplemental instruction combined with teachers' efforts to use the data to differentiate instruction continue to produce highly successful students.

## **3. Communicating Assessment Results:**

Kensington Intermediate School communicates student performance and assessment data results in a variety of ways. Students are taught to monitor their own progress by graphing testing results, accessing

ProgressBook (our online grading system), and conferencing with their teachers. They are taught early on what the data means and how to set realistic goals.

Parents are consistently informed of their child's ongoing progress through online access to ProgressBook. This enables them to monitor not only grades, but also attendance, work completion, and formative test results. Report cards are sent home quarterly with progress reports communicated in between quarters to the parents of any at-risk student who is not meeting reading and math benchmarks. Phone calls, letters, e-mails, and parent meetings are also regular means of communication regarding student progress and standardized testing results. Student led conferencing has also been a successful method of communicating student performance to parents.

Progress reports for students with Individual Education Plans (IEPs) are sent home quarterly to communicate advancement toward individual goals. Parents of Kensington students who qualify for strategic or intensive intervention are contacted by phone, and the data and intervention approach are explained in detail. In addition, letters are also sent home providing a written explanation of what was discussed during the phone call. Quarterly reports are provided to these parents regarding their child's improvements. We also share our student progress and assessment data with parents via Title I parent and community meetings.

Community support is an integral part of our school system's success. Communication is vital to maintaining this relationship. Therefore, our Superintendent delivers an annual State of the Schools address where all citizens and community leaders are brought up to date regarding our levels of performance and what the data means in terms of student success. Kensington's testing data is also published via our district web site, parent mailings, and newsletters. In addition, our principal regularly addresses the PTA and meets with the Rocky River Chamber of Commerce and the Kiwanis service group.

#### **4. Sharing Lessons Learned:**

Kensington is committed to lifelong learning. This passion motivates others to join our quest. Positive collaboration begins within grade levels, moves to other buildings, and extends to other districts with the common goal of professional growth and promotion of student learning.

Effective professional partnerships have grown in our efforts to celebrate what is working Kensington's classrooms. Our expertise in Foundations is shared by opening our classrooms for others to observe this phonics program in action. Research-based and rigorous instructional practices are often exchanged with local parochial schools and neighboring districts. Strategies are also showcased internationally through distance learning.

Kensington's Learning Resource Services team initiated a successful Response to Intervention process wherein at-risk students are identified, provided tiered intervention, and strategically monitored to ensure individual student gains. Other district buildings have modeled their own program after our rooted process. The intervention specialists within Kensington meet weekly to discuss student progress and share successful intervention strategies and resources. Additionally, this collaborative team meets monthly with other district buildings to promote the implementation of effective research-based intervention practices throughout our schools.

Strategic planning occurs weekly at grade level meetings and vertical planning occurs monthly. These meetings provide the necessary forum for the exchange of best educational practices. Any information shared during these meetings is stored on a district-wide server for all to use. Rr Apps, the name of Rocky River's Google Apps for Educators, also facilitates the exchange and collaboration of instructional resources.

Our working instructional approaches are published in teacher newsletters and websites. Additionally, Kensington teachers contribute to the River Educator, a peer-reviewed educational journal published

annually by the Rocky River City School District. Successful strategies are modeled by students at monthly Parent Teacher Association meetings. We host parent workshops, events, and online programming to nurture the home-school partnership. Our annual literacy night allows families to participate in hands-on activities using research-based reading strategies. This sharing creates a synergy among students, parents, teachers, and administration which cultivates the pride we feel when our students and our school achieve success.

### 1. Curriculum:

Kensington students benefit from a challenging, rigorous curriculum in all subject areas. While the curriculum focuses on the State of Ohio academic content standards, it is enriched and extended through additional goals established by the Rocky River curriculum writing team. Curriculum course of study updates revolve around a six year cycle of research, review, rewriting and adoption of goals and materials. This cycle calls for the committee to gather the latest in educational research, analyze the data and establish goals for learning. Our school benefits from this systematic approach which has provided materials necessary to reach our objectives and promote student learning.

Kensington staff members regularly engage in collaboration. These efforts have resulted in establishing shared goals and common short-cycle assessments. Consistent grade level teaming, a district-wide server, and Rr Apps provide means for the sharing of interdisciplinary lessons, audio-visual resources, enrichment ideas and remedial materials in all content areas. In addition, vertical teaming in every subject area establishes spiraling instruction across the grade levels.

All Kensington students receive daily instruction in the core subjects of math, reading/language arts, science, and social studies. Our language arts, math and science curricula are detailed in the next three sections. Social studies instruction at Kensington leads students on a journey to understand communities and develop their research skills. Local history comes alive in third grade. Ohio's geography, history, government and economy are the foci of fourth grade. Our students' citizenship skills build further with the study of the regions and people of North America. Innovative lessons are delivered to our students utilizing SMART Boards and related technology which are integral parts of every classroom. Classroom instruction is extended through regular field trips to area resources such as the Cleveland Metroparks Rocky River Reservation, Bay Village Nature and Science Center, and YMCA's Camp Fitch. Enriching assemblies and artist-in-residency programs, such as the Great Lakes Theater Group, further enhance our students' educational experiences.

Kensington's media center specialist works closely with the classroom teachers to support classroom goals and develop cross-curricular activities. Our close ties with local community libraries, as well as the county library system, enable us to obtain a wealth of literature and research materials. Guest authors visit the building annually to further inspire students to read and write.

Our physical education program, recipient of the Ohio Gold Award for Quality in Physical Education, provides a multitude of varied experiences for our students. Golf, tennis, juggling, orienteering, cup-stacking, and wall-climbing are just a few of the activities students are exposed to in order to help promote individual lifelong physical activity. Participation in community-wide programs, such as Jump Rope for Heart and Pump It Up, has simultaneously promoted physical fitness and community involvement.

All Kensington students gain a basic understanding of music theory and performance through their participation in our general music program. In addition, fifth graders are given the opportunity to receive beginning instrumental instruction and participate in the school band. Similarly, students interested in vocal performance have the opportunity to be part of the Kensington choir. A trip by all students to Severance Hall to hear the Cleveland Orchestra completes their musical experiences.

An updated computer lab provides the opportunity for every Kensington student to participate in weekly technology classes that promote 21st century skills. In addition to mastering Microsoft Word, Excel, and Power Point, students receive instruction and gain access to current technological innovations such as Google Docs, Google Presentation, and Google SketchUp. Students are given a chance to utilize what they have learned by combining technology goals with those of our health curriculum. Safety booklets,

human body presentations, and nutrition graphing are just a few of the ways students put their technology skills to use. In conjunction with the computer program, the school produces a daily television broadcast. “Channel 10” begins each school day as student announcers, producers, writers, and engineers create and broadcast all of Kensington’s news and events. At all times students are coached in Internet safety and site authenticity.

Kensington’s 3-5 art curriculum develops students’ skills as they relate to elements of design (line, color, pattern, shape, space, etc.), the media of an artist (painting, drawing, 2-dimensional, 3-dimensional, etc), art criticism, and art history. Visitors to Kensington quickly notice the student artwork that is displayed throughout the building. For the past twelve years, the fourth grade class has participated in the creation of a themed mural which, upon completion, is permanently displayed in the school. This project involves both art history and art process and meets the requirements of the art curriculum. This special project is funded and completed with the support of the PTA and serves as each class’s legacy to the school. In addition, daily recognition is given to the “Artist of the Day” as his or her creation is shared on the morning announcements, and every student has artwork displayed in the annual district wide art show.

Committed to helping students grow through ongoing instruction, Rocky River schools offer summer enrichment classes for Kensington students. Science, reading and foreign language programs are offered throughout the summer and are well attended.

The exceptional opportunities provided by our multi-faceted curriculum develop successful students who are globally competitive.

## **2. Reading/English:**

Literacy has always been a priority at Kensington because we feel it is the foundation for success in all other content areas. Our diverse and research-based reading program focuses on active learning instead of passive instruction. It encompasses four components of reading: phonics, vocabulary, fluency and comprehension. Instructional approaches include guided reading, shared reading, and whole group reading. We utilize a variety of sources for differentiation including leveled books, trade books, online resources and the district-adopted reading series. Our teachers strive to use multiple intelligences and brain-based research in their instruction. This is a priority for our high achieving students who are enriched both within the classroom gifted clusters and by the Coordinator of Gifted Instruction.

Kensington’s research-based reading strategies include consistent use of the Wilson Foundations phonics program in third grade. Fourth and fifth grade students receive increased instruction in language with a focus on literacy and writing. An emphasis on reading and responding to literature in a wide variety of genres is evident in our reading classrooms at all grade levels. Students connect with literature from authors they are familiar with such as Cleary, Blume, Avi, Sachar, and Dahl. Higher level literature, such as Junior Great Books, teaches inquiry-based learning and how to find support within a text.

All of Kensington’s students are required to provide two district-wide writing samples during the school year. The rubric is consistent among grade levels as well as across the district. Students are provided with a summer reading list and are held accountable for reading during the summer break through fall comprehension assessments.

Kensington’s classroom teachers utilize multiple data sources to provide Tier 1 small group instruction in the classroom as a part of our greater RtI model. AIMSweb is utilized for benchmarking and targeting intervention. The Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS) provide valuable insight into strengths and weaknesses of key reading skills of each student.

A team of eight tutors provide additional instruction as we focus primarily on reading interventions to improve student fluency, comprehension, and vocabulary development. In addition, we have included the use of intensive Wilson Reading and Leveled Literacy Intervention for small group and one-on-one

tutoring. These groups are fluid and change, as necessary, based on data from AIMSweb, progress monitoring, and teacher recommendations.

### **3. Mathematics:**

Kensington's math program is designed to create high-level thinkers and problem solvers while securing strong competency of the basics. Our curriculum is based on state and national standards, and includes the recommendations made by the National Council of Teachers of Mathematics. In addition to the state-adopted standards, Rocky River teachers enrich the curriculum to provide more instructional depth.

Everyday Mathematics is the predominant resource used at Kensington. Its cyclical approach allows for a combination of discovery (using teacher facilitation, direct instruction, small-group differentiated learning) and independent practice. New concepts begin with concrete materials, move to the representational experience, and advance to abstract computation. Collaborative tasks and math games lend themselves to hands-on learning to reinforce and enrich skills. Fifth grade gifted students benefit from the inquiry-based program, Connected Math, which is used by our 6-8 students. Teachers employ technology daily for interactive instructional experiences, creating opportunities for higher-level thinking and real-world application.

Data-driven, flexible grouping allows Kensington students to work with intervention specialists who support concept mastery or acceleration of learning. Tri-annual math benchmark assessments are administered to all students 3-5 the results of which are used to help determine these flexible, tiered groups. This Response to Intervention system ensures that individual student needs are continually addressed. An after-school tutoring program provides one hour of intensive math instruction to targeted, at-risk students (those not performing at grade level) twice a week at no cost to parents. Our high school's Students for Other Students (SOS) tutoring organization also assists us with additional math support.

Kensington's math department utilizes vertical and horizontal planning to develop effective instructional strategies. This collaboration, coupled with research-based resources, promotes success in our classrooms and on state assessments. More than 90% of Kensington's students are proficient, with many scoring at an advanced or accelerated level. Students have access to Study Island and SuccessMaker, both online resources that enable teachers to monitor each child's math progress as state indicators and math concepts are mastered. Cross-curricular collaboration enhances our program. Students count out calisthenics in fitness class using multiplication facts. They review fractions in their rhythm instruction during music, and they measure and analyze data in science.

Kensington's math curriculum is rigorous and emphasizes application of concepts to real-world situations. Kensington teachers are dedicated to building fundamental skills and problem-solving abilities. Students leaving Kensington are secure, confident and motivated to take on higher-level mathematics.

### **4. Additional Curriculum Area:**

Kensington's science program is multi-faceted and our students sparkle with success. Components of our science program include the Ohio edition of Harcourt Science, SMART technology, distance learning and Study Island. We created our own program called "Remember the Science," which stimulates background knowledge acquired in previous grades and deepens scientific understanding.

Our teachers collaborate to create lessons that inspire, promote inquiry skills, and build essential knowledge. Kensington's grade level science teachers meet weekly, the vertical planning team monthly, and cross-curricular correspondence occurs frequently. Differentiated multimedia lessons are shared through the district server. Hands-on materials are centrally stored.

We believe Kensington students need to experience science in order to fully comprehend the curriculum. Exciting ventures include our development of an outdoor learning lab. The Rocky River community has come together to build a bird sanctuary, a garden of watermelon-sized rocks from all over the world, and

a weather station, including a painted playground map of the U.S, where students can display current weather fronts. During recess our students maximize the opportunity to explore with binoculars, shovels, guidebooks, portable lab kits, and more.

Kensington's science program benefits from our location. Just two blocks from Lake Erie and the Cleveland Metroparks, our students participate in annual field trips including fishing from historic Bradstreet's Landing, and a day's study in the Metroparks' glacial valley looking at erosion, weathering, and deposition. We pride ourselves in working with other organizations, such as Cleveland Natural History Museum and Carnegie Science Center, to tailor field trips, hands-on workshops, and assemblies to meet our needs. This year's Carnegie's science assembly is "Chemistry Adventure with Ion Jones." Throughout the day students will be participating in ten lab adventures like "Curiosity with Viscosity," "Face to Face with Acid or Base," and "Playing with Polymers." Kensington participates in Destination Imagination, and plays host to Camp Invention during the summer, both additional opportunities to spark innovative thinking in our young scientists.

Kensington students recognize the need to protect the environment. Recycling is routine. Lunch refuse is weighed periodically, and students take the needed steps to make reductions. Composting is ongoing. Our science educators are forward in their instruction, laying the groundwork for tomorrow's researchers, inventors and problem solvers, and always keeping in mind our mission of producing successful and globally competitive students. In 2010, 96.5% of Kensington's 5th graders were proficient on the Ohio Science Achievement Assessment, the highest score in Northeastern Ohio.

## **5. Instructional Methods:**

Kensington's teachers draw from an expansive toolbox of strategies and resources in order to allow each student to reach his or her fullest potential. SMART Board technology, Study Island, SuccessMaker, Wilson Reading, Foundations, Leveled Literacy Intervention, Google Apps for Educators and Students, inquiry-based science instruction, iPods, cooperative learning activities, and mapped curricula are used throughout Kensington. Students benefit from Students for Other Students (SOS), a district-wide peer tutoring program whereby high school students commit to helping our young learners. Parent and community volunteers offer additional support to our strong instructional system.

Our teachers differentiate instruction to meet the needs of all students based on ongoing analyses of data collected from AIMSweb testing, progress monitoring, and formative and summative assessments. Classroom teachers employ Tier 1 interventions, support, or enrichment as appropriate based on the data. Grade-level meetings facilitate collaboration among teachers and the sharing of intervention and enrichment strategies to service and monitor students.

Eight intervention tutors provide small group and one-on-one instruction in math and reading to support our struggling Tier 2 learners in addition to the reading and math provided by their classroom teacher. Title I funding contributes to the materials and instruction needing at this level. In collaboration with classroom teachers, Kensington's ELL teacher provides daily instruction and support for English language learners. Likewise, Kensington's gifted coordinator provides enrichment opportunities for qualified students to engage in lessons that promote and develop their areas of strength. Participation in local, regional and national competitions also provides an additional avenue for learners to excel.

Three intervention specialists provide small group instruction in reading and math to students with disabilities in need of intensive intervention. These specialists strive to help students achieve grade level expectations in their least restrictive environment. Tutor and paraprofessional support ensure students' academic and physical needs are met. Established teaching practices, modifications, and accommodations are individually designed for students to achieve success in these classrooms.

A recent program addition to Kensington is our after school reading and math academies. For one hour after school, Mondays through Thursdays, teachers and tutors provide additional math and/or reading intervention for 42 English language learners, students with disabilities and Tier 2 students. To ensure



maximum participation, the district also provides transportation home after each daily academy session. An analysis of available data helped determine how to group these students. Effective instructional strategies and programming like these lead to Kensington's continued student success.

## **6. Professional Development:**

Like all of the schools in our district, Kensington benefits from the numerous, high quality professional development (PD) opportunities offered by our Rocky River local professional development committee (LPDC). So, too, does it benefit by having several vehicles in place for staff to share what they have learned at professional development seminars, workshops, and conferences.

Kensington staff attends PD opportunities outside the district supported by Titles I and II-A funding and the district general fund. However, the Rocky River LPDC designs, contracts with presenters, and hosts the majority of PD offerings right here in the district, and graduate credit is available for many of these opportunities. This is done in order to make participation convenient and thus maximize the participation of district staff members. The PD topics are determined by many factors: our strategic plan, assessment data, ODE requirements, climate surveys, and staff evaluations and requests. Every Kensington staff member has participated in at least one of the following district-offered PD opportunities: A Deeper Understanding - Autism; Foundations Recalibration; Wilson Reading Level I and II Certification; Align Assess Achieve Formative Assessment Series; Fountas and Pinnell Leveled Literacy Intervention (LLI); AIMSweb training; Pat and Pam Terry's Differentiation Workshop; Educating Gifted Students Series; IEP Goal Writing Workshop; Tech I and Tech II Certification; SMART Board Integration I, II and III; Moodle training; Google for Educators training; and official SMART Certification Events.

The PD activities above support the continued growth and development of Kensington's instructional staff. They provide teaching and learning strategies and subject area content elaborations that, when applied, contribute to our mission of globally competitive and successful students. Our content offerings for literacy, such as Foundations, LLI, and Wilson enhance the content, the "what," that our teachers teach. The technology offerings, gifted workshops, and formative assessment offerings fill teachers' toolboxes with instructional strategies, the "hows," for meeting each student at his or her current level and taking them each to his or her fullest potential.

Of course, not every Kensington staff member can attend each PD opportunity. This is where staff organization plays a crucial role. Each grade level has a coordinator, and each core subject has a coordinator. Every grade level has eight teachers, and two teachers per grade are assigned as a liaison to each core subject area of language arts, math, science, and social studies. This structure facilitates the dissemination of lessons learned. Every week our staff meets either by grade level or subject area, and it is at these meetings where new information gained from PD experiences is shared.

## **7. School Leadership:**

Kensington is fortunate to have an outstanding leadership team that collaborates to support student learning. Specifically, the leadership team consists of the following positions: three grade-level coordinators, four core subject coordinators, a learning resource services coordinator, a gifted coordinator and the principal. These leaders support communication between the principal and staff; information shared at leadership team meetings is parlayed at grade level or subject team meetings. Minutes from these meetings reveal discussions about the following: strategic plan alignment, curriculum coordination and collaboration, student comments and concerns, instructional targets and themes, assignment calibration, and organizational items.

Our faculty leaders are reflective, and share proven professional practices gleaned from first-hand experiences, collegial partnerships, professional development opportunities, and trial and error. These coordinators work collaboratively within and between grade-level teams to promote effective instructional and assessment strategies. Subject coordinators and grade-level coordinators plan weekly meetings to discuss and coordinate instruction and assessment, student learning needs, intervention,

effective strategies, and success stories. They spend time analyzing assessment results to determine what is working with regard to classroom instruction and intervention practices. Subject coordinators also facilitate and participate in vertical collaborations with coordinators and teachers from our primary school, middle school, and high school.

Kensington has an outstanding learning resource coordinator of instruction. Nancy Brassell, our LRS coordinator, works directly with our tutors, teachers, and parents to facilitate and improve student learning. An integral member of our leadership team, Nancy assists in coordinating special education services, tiered interventions, and our important intervention assistance process. Nancy shares effective instruction and assessment strategies with all faculty members, and is a valuable contact for our teachers and parents.

Kensington's principal, Mr. Todd Murphy, supports teacher innovation and experimentation on his continual quest for improved student learning. He promotes an open and collaborative climate for the staff, and encourages shared decision making with regard to instruction, assessment, and communication. He leads by example when it comes to supporting school goals and sharing insights for continued personal improvement. He upholds the promotion of rigorous and aligned academics, student citizenship, and positive home/school communications.

Kensington's staff is passionate and loyal regarding our school's students and goals. Teamwork is a primary focus of our staff.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	94	98	96	96	90
% Accelerated and Advanced	66	81	67	64	60
Number of students tested	193	174	196	188	179
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	2	2	1
Percent of students alternatively assessed	1	2	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	77	100	88	82	
% Accelerated and Advanced	8	25	12	9	
Number of students tested	13	12	17	11	
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	87	88	81	72	57
% Accelerated and Advanced	27	21	13	33	7
Number of students tested	15	24	16	18	14
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> 2005-2006: Economically Disadvantaged subgroup has fewer than ten students. Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

11OH14

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	97	95	95	93	93
% Accelerated and Advanced	87	92	88	86	78
Number of students tested	193	174	196	188	179
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	2	2	1
Percent of students alternatively assessed	1	2	1	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	92	83	77	73	
% Accelerated and Advanced	54	33	30	36	
Number of students tested	13	12	17	11	
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	87	75	94	67	64
% Accelerated and Advanced	60	46	19	50	14
Number of students tested	15	24	16	18	14
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> 2005-2006: Economically Disadvantaged subgroup has fewer than ten students. Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

11OH14

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	97	95	91	92	85
% Accelerated and Advanced	79	76	69	61	51
Number of students tested	171	207	189	188	191
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	1	5	1	2
Percent of students alternatively assessed	2	1	3	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	87	82	55	70	54
% Accelerated and Advanced	20	36	27	10	8
Number of students tested	15	22	11	10	13
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	89	85	64	60	62
% Accelerated and Advanced	32	15	20	10	14
Number of students tested	28	20	25	20	21
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

11OH14

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	96	97	95	95	85
% Accelerated and Advanced	67	74	60	64	42
Number of students tested	171	207	189	188	191
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	1	5	1	2
Percent of students alternatively assessed	2	1	3	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	80	82	82	80	54
% Accelerated and Advanced	13	9	9	0	15
Number of students tested	15	22	11	10	13
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	82	90	80	70	57
% Accelerated and Advanced	0	5	8	10	0
Number of students tested	28	20	25	20	21
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

11OH14

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	93	82	81	81	87
% Accelerated and Advanced	69	58	58	55	67
Number of students tested	200	196	192	192	191
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	5	1	4
Percent of students alternatively assessed	1	2	3	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	80	47	75		67
% Accelerated and Advanced	28	12	17		42
Number of students tested	25	17	12		12
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	74	54	53	33	60
% Accelerated and Advanced	5	12	0	0	12
Number of students tested	19	26	21	18	25
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> 2006-2007: Economically Disadvantaged subgroup has fewer than ten students. Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Ohio Achievement Assessment

Edition/Publication Year: 2009-2010 Publisher: Ohio Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	93	92	90	92	89
% Accelerated and Advanced	46	53	45	42	54
Number of students tested	200	196	192	192	191
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	5	1	4
Percent of students alternatively assessed	1	2	3	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	76	65	75		75
% Accelerated and Advanced	0	6	0		33
Number of students tested	25	17	12		12
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	68	58	52	61	48
% Accelerated and Advanced	5	12	0	6	8
Number of students tested	19	26	21	18	25
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> 2006-2007: Economically Disadvantaged subgroup has fewer than ten students. Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					



# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	95	92	89	90	87
% Accelerated and Advanced	71	72	65	60	59
Number of students tested	564	577	577	568	561
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	9	12	4	7
Percent of students alternatively assessed	1	2	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	81	76	77	76	61
% Accelerated and Advanced	19	24	19	10	25
Number of students tested	53	51	40	21	25
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	83	76	66	55	60
% Accelerated and Advanced	21	16	11	14	11
Number of students tested	62	70	62	56	60
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> 2007-2008: Twelve Kensington students required alternate assessments as determined by each student's IEP team. Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

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# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	May	May	May	May	Mar
<b>SCHOOL SCORES</b>					
% Proficient, Accelerated and Advanced	95	95	93	93	89
% Accelerated and Advanced	67	73	64	64	58
Number of students tested	564	577	577	568	561
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	9	12	4	7
Percent of students alternatively assessed	1	2	2	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficient, Accelerated and Advanced	83	77	78	77	65
% Accelerated and Advanced	22	16	13	18	24
Number of students tested	53	51	40	21	25
<b>2. African American Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient, Accelerated and Advanced	79	74	75	66	56
% Accelerated and Advanced	22	21	9	22	7
Number of students tested	62	70	62	56	60
<b>5. English Language Learner Students</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>6.</b>					
% Proficient, Accelerated and Advanced					
% Accelerated and Advanced					
Number of students tested					
<b>NOTES:</b> 2007-2008: Twelve Kensington students required alternate assessments as determined by each student's IEP team. Ohio's alternate assessment is designed for students with the most significant cognitive disabilities. The alternate assessment is a collection of evidence that shows student performance. This collection of evidence documents grade-level content but reflects an alternate level of achievement for each individual student.					

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